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AUTHOR McCright, Gerald J.
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ABSTRACT

A study was conducted at Marshalltown Community College to determine the professional development needs of part-time faculty at the college. A five-part survey instrument was sent to 39 instructors requesting information on personal characteristics, professional development needs and incentives, professional climate, and instructors' opinions. Study findings, based on responses from 31 instructors, included the following: (1) the respondents had a high level of formal education, with 65% holding a master's degree or above; (2) the respondents had a wide variety of teaching experience and 64% had been teaching for more than 4 years; (3) 37% indicated that enjoyment of teaching was their primary reason for taking part-time employment as faculty members; (4) the respondents indicated a high level of concern for the content material they were teaching; and (5) the respondents indicated the highest level of interest in "special recognition for innovative teaching" as a professional development incentive. Based on study findings, it was recommended that part-time instructors be more fully recognized as an important segment of the total instructional staff, that workshops with varied formats be instituted for professional development, and that an annual meeting for full- and part-time faculty members be held. The survey instrument, cover letters, and faculty comments are appended. (HB)

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A STUDY OF PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS OF PART-TIME FACULTY MEMBERS AT MARSHALLTOWN COMMUNITY COLLEGE

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By

Gerald J. McCright, M.A.
Marshalltown Community College
Marshalltown, Iowa

A Practicum Proposal Presented to NOVA University in Partial Fulfillment of the Requirement for the Degree of Doctor of Education

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ABSTRACT

This study was designed to determine the professional development needs of part-time faculty members at Marshalltown Community College. Subjects of the study were thirty-nine part-time instructors teaching credit courses both on and off campus.

A survey instrument was developed and sent to all part-time faculty members. The items were divided into five parts: I. Personal Data, II. Professional Development Needs, III. Professional Development Incentives, IV. Professional Climate, and V. Written Comments. Thirty-one of the thirty-nine instructors responded for an 80% return.

In Part I, the faculty respondents:

1. had a high level of formal education with 65% holding a master's degree or above,
2. had a wide variety of teaching experience,
3. had a previous teaching experience with 64% having over 4 years experience.
4. indicated they enjoyed teaching as the primary reason for part-time faculty employment.

In Part II, the respondents indicated a high level of concern for the content material of the courses they are teaching.

In Part III, respondents indicated a high level of interest in "Special recognition for innovative teaching" as a professional development incentive.

Sixteen comments are listed in Part V. These express personal views of professional development needs, role of part-time faculty and comments on the survey.

The study makes recommendations to the administration of Marshalltown Community College for a part-time faculty development program including, 1) recognizing part-time instructors as an important segment of the total instructional staff, 2) initiating workshops with varied formats, and 3) holding an annual meeting for full and part-time faculty.

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Chapter 1

INTRODUCTION

The purpose of this research project has been to determine the professional development needs of part-time faculty members at Marshalltown Community College, Marshalltown, Iowa. The determination of needs has been based on the perceptions of part-time faculty members as indicated by the results of a survey taken in the fall semester of 1980-81.

Marshalltown Community College is a 54 year old two year college that became part of a statewide system of community colleges in 1965. The college had traditionally relied upon full-time faculty members for instruction. Faculty members were recruited from business, industry, graduate schools, and from the faculties of high schools in the area.

In the last six years, the college has changed from 90% full-time instructional staff, to less than 50% in terms of numbers of instructors. Some of the new part-time instructors lack teaching experience at the post-secondary level. Marshalltown Community College has become heavily dependent upon part-time faculty members to carry out the mission of the college. These faculty members often lack the teaching skills developed prior to employment that previously hired new full-time faculty members possessed. A college sponsored faculty development program for part-time faculty members after they are on the job has become an important goal of the college.

The traditional professional development program for faculty members at the college consisted of the following areas:

1. Five scheduled workshop days for the entire faculty. These workshop days included work in instructional development, organizational development, faculty growth, and individual preparation for the coming semester;

2. Encouragement to attend off-campus workshops, seminars, and institutes;

3. A professional library;

4. A salary schedule which encouraged the accumulation of graduate hours;

5. Informal suggestions and guidance by administrators through annual faculty evaluation.

An important part of the professional development of full-time faculty has been the stimulation provided by communication with other full-time teaching professionals.

In its marketing activities, Marshalltown Community College has, as most community colleges have, emphasized its reputation as a "teaching" institution. This generally meant that the instructors were full-time professionals who had at least a Master's degree in their discipline plus a variety of pedagogical skills necessary to effectively motivate and communicate with students. Instructors in technical and career areas had a combination of experience in business and industry plus teaching experience.

As part-time instructors become a proportionally larger part of the college's instructional staff, changes must necessarily follow. Professional development programs for part-time instructors gain increasing importance in utilizing the scarce resources of the college. This presents a real challenge to the administration of the college.

The college has the following part-time staff development program:

1. An evening orientation meeting for all part-time instructors before classes begin in the fall semester;

2. Individual conferences with administrators and other faculty members on a "need" basis;

3. A student evaluation of part-time faculty members' performance in the classroom;

4. A part-time faculty members' handbook;

5. Encouragement for part-time faculty members to participate in committee work of the college.

The author of this study conducted an interview with Dr. Paul Kegel, Dean of the College, in which he expressed his interest in obtaining more information about staff development needs of the college's part-time faculty members. The results of this study are designed to provide the college administration with information and recommendations necessary to develop an effective program to respond to the perceived needs of part-time faculty members.

Chapter 2

BACKGROUND AND SIGNIFICANCE OF PROJECT

The problem of developing an effective faculty development program for part-time instructors is not unique to Marshalltown Community College. Fryer (1977) refers to part-time instructors as the "second class citizens" of the community college. In 1979, more than 60% of the community college teachers in the United States were employed on a part-time basis. In two-year colleges, part-time faculty increased by 80% in the four year period from 1973-1978, as opposed to an 11% increase in full-time faculty members during the same period of time (Maggarell, 1978).

Wenrich and Eaken (1978) indicated that there was an awareness of a need for staff development for the following reasons:

1. Changing societal and institutional needs,
2. Developing technologies that faculties must use,
3. New student consitutent needs,
4. The knowledge explosion.

Friedlander (1979) found that part-time instructors had less teaching experience, taught fewer years in the current institution, and held lower academic credentials than did full-time faculty members. In the Friedlander study, part-time faculty members expressed a need for interaction with colleagues and administrators.

McCabe and Brezner (1978) summarized the conditions in community colleges which they believe will continue the trend toward hiring more part-time faculty:

1. Growing regulation and bureaucracy has caused extraordinary cost increases,
2. Utility and plant operation costs have escalated,
3. Employees have increased pressure for increased salaries,
4. Per-student resources available to colleges have declined,
5. Faculty mobility has been reduced in late 70's and 80's,
6. Fringe benefit costs are escalating rapidly for the college.

Due to the uncertainty of the future and the lack of stability in funding arrangements, college administrators are opting to hire more part-time faculty (McCabe and Brezner, 1978). Other studies show that part-time faculty offer real cost savings to the institution and present a labor contingency in unstable times.

However, community colleges use part-time instructors for reasons other than financial exigency. Lombardi (1975) stated that the trend to hire more part-time instructors may continue due to the increasing numbers of part-time students, the movement toward off-campus classes in scattered locations, and the growing numbers of unemployed college graduates with teaching majors.

Bender and Hammond (1972) pointed out the following advantages to community colleges when hiring part-time faculty:

1. They work nights and weekends since they are otherwise employed during the day.
2. Since their responsibilities are usually limited to teaching, they are paid on the basis of the semester or credit hours taught. They usually receive no fringe benefits and require no personal office space.
3. In some instances, adjunct faculty possess skills and experience which are unavailable or not feasible for full-time faculty to acquire for salary reasons.
4. Adjunct faculty often afford a logical and efficient way to initiate career programs, or staff single section speciality courses (law, medical, secretarial) where employment of full-time personnel may not be justified.

5. Adjunct faculty can be used to advantage during the fall when enrollment is normally at a peak

6. The versatility represented by back-up adjunct faculty is important for staffing extra sections created by unanticipated enrollment bulges.

7. Part-timers bring something new to the classroom--a breath of the real world, in the form of day-to-day experience in business, industry, government, or other educational institutions.

8. One of the real unheralded reasons in favor of employing adjunct faculty is the opportunity it allows both the institution and the individual to try one another before either makes a full-time commitment.

Fent (1979) stated that the reasons community colleges hire part-time faculty members are financial, geographical, educational, and adaptional.

Even though many community colleges are becoming heavily dependent upon part-time instructors to carry out the mission of the college, few community colleges are providing adequate means for assisting these professionals in becoming acquainted with the college they are representing, its philosophy, policies, procedures, programs, and the services that are available to help them carry out their responsibilities (Fent, 1979).

Bogart and Elson (1977) indicate that some progress is being made in the area of staff development for part-time faculty. In the Bogart survey, a questionnaire was sent to the chief executive officers of 100 selected community college districts in the United States. Fifty-eight percent of those contacted responded. It was found that inservice education programs for full-time instructors were reported by 86.2% of the community college participants in the study, whereas, 46.6% reported inservice education for part-time instructors.

It would appear that faculty development programs are no longer the luxury of the wealthier community colleges. They are necessary for the continued existence of the community college in the 80's.

The topic is appropriate for a practicum project associated with the Context of Higher Education Seminar because a major issue for higher education in the United States in the 1980's and 1990's is how to adjust to a no-growth or declining position in terms of students and financial resources. A response Marshalltown Community College and most other colleges have made is to use more part-time instructors. This practicum project attempts to provide information and recommendations for administrators about the need for professional development programs at Marshalltown Community College.

The results of this may have limited applicability outside of Marshalltown Community College for the following reasons:

1. No non-credit continuing education instructors are included in the survey.

2. The number of part-time instructors at Marshalltown Community College increased very quickly so that a considerable number of respondents were teaching at MCC for the first time.

Chapter 3

PROCEDURES

In order to determine the perceived professional development needs of part-time faculty members at Marshalltown Community College, a survey instrument was used. The survey instrument was developed using an existing questionnaire used by Raines, Christensen, Hinton, and Long as a model. Max Raines of Michigan State University developed the primary instrument for use as a "Professional Development Questionnaire" at Broward Community College in Florida. Frank Christensen and Clete H. Hinton (1975) modified Raines' instrument for a study of administrators and faculty in selected Illinois Community Colleges. Long (1978) used the revised instrument in a study of staff development needs of part-time continuing education instructors at St. Petersburg Junior College.

Using an existing questionnaire as the basis for the survey instrument for this study offered the advantage of previously established validity and reliability. The survey instrument used in this study was validated by a committee made up of:

1. Dr. Donald Fleming, Assistant Dean, Marshalltown Community College,
2. Mr. Charles Cochran, Department Chairperson, Languages and Literature Department, Marshalltown Community College,
3. Mr. Richard Klaessy, Department Chairperson, Social Science Department, Marshalltown Community College.

This committee met and gave criticisms on the readability and ambiguity of statements included in the survey instrument. After the meeting, the author of this study made the revisions that were thought to be necessary

by the committee. The final draft of the instrument was accepted by each member of the committee on the wording of the directions and on each statement on the survey.

For this study, a part-time faculty member is defined as a person teaching credit courses for less than 15 semester credit hours per semester. This includes those teaching on the Marshalltown campus and those in off-campus sites and in other towns.

A list of all part-time instructors at Marshalltown Community College in the fall of 1980 was secured from the Dean's office. The survey, with a cover letter (Appendix B) explaining the purpose of the survey, was sent to the home address of each part-time instructor. A postpaid, return envelope was included with the survey. The survey was sent to 39 part-time instructors. No provision was made for follow-up letters to non-responders because the anonimity of responders was thought to be very important. Informal contacts with approximately one-half of the survey population was used to remind them to send in the survey if they had not already done so. The return of 31 or 80% provided a statistically acceptable sample for this study. Tuchman (1972) indicates most researchers seem unwilling to accept a return of less than 75% even after follow-up mailings.

Part I of the survey provides background information about the part-time instructor. Parts II and III provide information on staff development needs and incentives for staff development. Part IV of the survey asked the respondent to rate the professional climate of the college. Part V allowed the respondent to made comments.

For this study Parts I, II, III, and V will be used. For each item in Parts II and III, a frequency distribution, a response percentage, a mean response, and a percentile rank for the item was calculated. Those

items ranking in the top and bottom third of the rankings represent those items on which respondents had the strongest beliefs.

Information obtained in the personal background section was used to aid in making recommendations concerning the professional development needs of the part-time faculty. The written comments in Part V are included in Appendix C.

Chapter 4

RESULTS

The lack of professional development opportunities for part-time instructors at Marshalltown Community College prompted this study. Research indicates successful staff development programs utilize instructor participation in the planning stages (Smith, 1981). This study gave part-time instructors at MCC an opportunity to provide information concerning their staff development needs by completing the survey instrument.

The results of this study are presented in narrative and tabular form in sections relating to Parts I, II, III, and V of the survey instrument.

CHARACTERISTICS OF MCC PART-TIME FACULTY (PART I)

Responses to questions 1-4 provide an elementary profile of the part-time instructor at Marshalltown Community College. Table 1 presents the highest level of education attained by part-time faculty. Table 2 presents the teaching experience by area for the part-time respondents. Table 3 presents the number of years of teaching experience for the part-time respondents. Table 4 presents the primary reason for teaching at Marshalltown Community College for the part-time respondents.

The part-time faculty respondents in the survey had a high level of formal education with 65% holding a master's degree or doctor's degree.

Table 1

Distribution of Highest Level of Education
Attained by MCC Part-time Faculty-1980
N=31

Response	Frequency	Percentage
High School Graduate or Equivalent	0	0
Some College Experience	1	3
Associate Degree (2 years)	1	3
Bachelor's Degree (4 years)	7	23
Master's Degree	17	55
Doctor's Degree	3	10
Other	2	6

The part-time faculty respondents in this survey had a variety of post-secondary experience including college, business and industry, and continuing education. Almost one-third of the respondents marked other and indicated that several of the above applied to them. This reinforces the conclusion that the respondents had post-secondary teaching experience before teaching at MCC.

Table 2

Teaching Experience of MCC
Part-time Faculty-1980
N=31

Response	Frequency	Percentage
Grade School	0	0
High School	4	13
College	11	36
Military	0	0
Business and Industry	2	6
Adult and Continuing Education Courses	4	13
Other	10	32

Sixty-four percent of the part-time faculty respondents had over four years of teaching experience. Only 10% had no previous teaching experience. The three respondents without teaching experience marked response 7 (other) for teaching experience (area).

Table 3

Number of Years Teaching Experience
for MCC Part-time Faculty-1980
N=31

Response	Frequency	Percentage
0 Years	3	10
1-3 Years	8	26
4-10 Years	13	42
Over 10 Years	7	22

Over one-third of the part-time faculty respondents indicted that they enjoy teaching as the primary reason for teaching at Marshalltown Community College. Extra income was the next most frequest response with 30% of the respondents.

Table 4

Primary Reason for Teaching at MCC
for Part-time Faculty-1980
N=30

Response	Frequency	Percentage
Extra Income	9	30
Feeling of Doing Something Worthwhile	2	7
Enjoy Teaching	11	37
Need the Experience	3	10
Other	5	16

PROFESSIONAL DEVELOPMENT NEEDS (PART II)

Responses to questions 5-26 in Table 5 provide the perceived professional development needs of part-time faculty at Marshalltown Community College.

The highest ranking mean response was for Item 13, "Keeping abreast of new developments in my discipline." The next highest ranking mean response was Item 17, "Gaining greater depth of knowledge in my discipline or specialization." Both of these responses indicate a high level of concern for content material in the courses the part-time instructors are teaching. Item 8 ranked third highest. It is "Determining what content will best prepare the student for attaining his educational goals or employment." This item also indicates an interest in content but it suggests a concern also for the long-term needs of the student.

The next highest ranking items in the 67th percentile and above are 15, 26, 21, 6, and 16. Such concerns as awareness of career opportunities for student, incorporating knowledge from other disciplines in my courses, deciding what knowledge skills or values to be included in courses, and incorporating media techniques in the course are included.

The lowest ranking item was number 14 which asked about the instructor learning to conduct human potential groups or other kinds of growth groups for students. Perhaps the reason for the lowest ranking was the 14 out of 31 respondents who marked 3 for uncertain. The second lowest ranking was for question 10 which asked about developing presentations for community groups. The third lowest ranking item was number 9 which asked about becoming a member of committees on campus.

The next lowest ranking items in the 33rd percentile and below are 19, 23, 22, and 25. Such topics as finding ways to improve teaching

Table 5

RANKING OF PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS
Questions 5-26 N=31

Rank	Item Number	Frenquency/Relative Frenquency (%) *VD	D	U	I	VI	Mean	Mode	Percentile
1	13	0/0	2/7	1/3	6/19	22/71	4.55	5	98
2	17	1/3	2/7	0/0	9/29	19/61	4.39	5	93
3	8	0/0	1/3	5/16	9/29	16/52	4.29	5	90
4	26	1/3	1/3	6/19	10/33	13/42	4.06	5	89
5	21	1/3	3/10	9/29	12/39	6/19	3.93	4	80
6	6	2/7	3/10	2/7	14/45	10/32	3.87	4	71
6	16	1/3	3/10	4/13	14/45	9/29	3.87	4	71
8	11	1/3	2/7	3/10	15/48	9/29	3.84	4	61
9	5	1/3	7/23	1/3	10/32	12/39	3.81	5	57
10	20	1/3	5/16	14/45	2/7	9/29	3.74	3	50
10	24	1/3	3/10	6/19	14/45	7/23	3.74	4	50
12	18	3/10	2/7	8/26	8/26	10/32	3.64	5	43
13	7	1/3	7/23	2/7	14/45	7/23	3.61	4	39
14	12	1/3	4/13	10/32	13/42	3/10	3.42	4	34
15	25	1/3	6/19	9/29	11/35	4/13	3.36	4	30
16	22	0/0	8/26	9/29	10/32	4/13	3.32	4	25
16	23	5/16	4/13	5/16	10/32	7/23	3.32	4	25
18	19	1/3	9/29	9/29	5/16	7/23	3.26	2.5	18
19	15	0/0	11/35	10/32	6/19	4/13	3.10	2	16
20	9	12/39	8/26	7/23	4/13	0/0	2.97	1	11
21	10	5/16	6/19	9/29	10/32	0/0	2.80	4	7
22	14	5/16	9/29	14/45	1/3	2/7	2.55	3	2

*VD=Very Disinterested, D=Disinterested, U=Uncertain, I=Interested, VI=Very Interested

conditions, organizaing content of courses into a logical cohesive syllabi, learning how to refer students to the College Counseling office, and developing a better understanding of the particular role of community colleges in higher education are included.

Recommendations

The perceived professional development needs of part-time faculty members at Marshalltown Community College are heavily weighted toward acquiring and using knowledge in their discipline in courses they teach. Little interest was shown in activities not directly related to teaching a subject-matter course. Such commonly accepted faculty development activities such as participation in commitee work, developing an understanding of the community college in higher education ranked low with part-time faculty respondents.

The findings here present a very difficult challenge to administrators who have the responsibility for planning professional development programs for part-time faculty members.

Many colleges rely upon instructors to prepare themselves through their original degree work, summer courses, and individual reading to maintain an adequate, up-to-date knowledge base for instruction. This coupled with heavy reliance on textbooks to organize the course and to bring the knowledge base up-to-date has satisfied many college's requirements.

Traditional faculty development programs for full-time instructors often emphasize pedagogical techniques and/or student oriented activities such as student advising, working with students who have learning disabilities, special techniques for accepting "displaced homemakers" in the college, etc. It would appear from the results of this survey that part-time faculty members would have relatively small interest in this program.

A specific recommendation that would come from the results of this study would be to involve part-time faculty members more with full-time instructors. The common discipline base should provide a basis for part-time faculty adequately assessing their need for knowledge in the discipline.

A second recommendation relates indirectly to the results of this survey. Part-time faculty members are usually paid on the basis of contact hours, semester hours, or per student in the class. This has tended to restrain the scope of the part-time faculty members' perception of the position. A pay scale referring to one-quarter time or three-eighths time should serve in some small measure to braoden the range of view of the position.

PROFESSIONAL DEVELOPMENT INCENTIVES (PART III)

Responses to questions 27-35 in Table 6 provide the perceived professional development incentives of part-time faculty at Marshalltown Community College.

The highest ranking mean response was for Item 29, "Special recognition of innovative teaching." The next highest ranking mean response was for Item 31, "Merit pay increases."

The lowest ranking mean response was for item 33, "Recognition through media." Three responses were next lowest. They are items 34, 30, and 28. They concern fringe benefits, appointment to faculty rank, and involvement in policy-making.

The modal response for seven of the nine items was 3 (uncertain) or tied with 4 (important). Item 34 had the highest modal response, 4 (important). Item 33, "Recognition through media" had the lowest modal response.

Table 6

RANKING OF PERCEIVED PROFESSIONAL DEVELOPMENT INCENTIVES
Questions 27-35 N=31

Rank	Item Number	*VUI	Frequency/Relative Frequency (%) UI	U	I	VI	Mean	Mode	Percentile
1	29	1/3	5/16	10/32	10/32	5/16	3.68	3.5	94
2	31	1/3	2/7	13/42	9/29	6/19	3.55	3	83
3	35	1/3	4/13	10/32	10/32	5/16**	3.47	3.5	72
4	27	1/3	5/16	10/32	10/32	5/16	3.42	3.5	61
5	32	0/0	6/19	12/39	10/32	3/10	3.32	3	50
6	28	0/0	6/19	12/39	11/35	1/3	3.23	3	17
6	30	0/0	8/26	10/32	9/29	3/10**	3.23	3	17
6	34	3/10	5/16	9/29	10/32	4/13	3.23	4	17
9	33	2/7	10/32	9/29	8/26	2/7	2.94	2	6

*VUI=Very Unimportant, UI= Unimportant, U=Uncertain, I=Important, VI=Very Important

**30 Responses

Recommendation

There appears to be a high degree of uncertainty among respondents concerning incentives for professional development. Part-time faculty access to fringe benefits appears to be of important interest to 45% of the respondents. Almost one-half of the respondents were interested in recognition for innovative teaching.

There is an apparent dichotomy between the highest and the lowest ranking items. Special recognition is often made known through the media which was ranked last.

Perhaps, an award convocation could be used to recognize innovative part-time instructors at the same time students and others involved with the college were being honored. In many community colleges, problems in scheduling part-time instructors around full-time jobs would preclude their presence at daytime convocations.

Another form of recognition for innovative teaching could be letters of commendation sent by the Dean of the college to individuals who have participated in innovative teaching programs.

Chapter 5

OVERALL RECOMMENDATIONS

Based on the results of this study, the following policies are recommended for Marshalltown Community College as part of a professional development program for part-time instructors:

1. Recognize part-time instructors as an important segment of the total instructional staff,

2. Coordinate the goals and objectives of the staff development program with those of the institution and the instructors,

3. Initiate a varied format of programs including workshops, mini-courses, in-house seminars using full-time instructors and administrators, and professional reading to provide growth opportunities for part-time instructors,

4. Hold at least one annual meeting for all part-time faculty. (This meeting would be a part of the regular contract and faculty would be reimbursed for attendance.) The meeting should include an orientation session, interaction with other full-time and part-time instructors, and a state-of-the-college session by a top administrator.

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APPENDIX A

PART-TIME FACULTY PROFESSIONAL DEVELOPMENT
NEEDS SURVEY

Instructions: Please read statements carefully and mark number of response which best answers the question for you.

PART I PERSONAL DATA

_____ 1. HIGHEST LEVEL OF EDUCATION ATTAINED

1. High School Graduate or Equivalent
2. Some College Experience
3. Associate Degree (2 yrs.)
4. Bachelor's Degree (4 yrs.)
5. Master's Degree
6. Doctor's Degree
7. Other (please specify)_____

_____ 2. TEACHING EXPERIENCE (AREA)

1. Grade School
2. High School
3. College
4. Military
5. Business or Industry
6. Adult/Continuing Education Courses
7. Other (please describe)_____

_____ 3. TEACHING EXPERIENCE (AMOUNT)

1. 0 years
2. 1-3 years
3. 4-10 years
4. Over 10 years

_____ 4. PRIMARY REASON FOR TEACHING AT MARSHALLTOWN COMMUNITY COLLEGE

1. Extra Income
2. Feeling of doing something worthwhile
3. Enjoy teaching
4. Need the experience
5. Other (please describe) _____

PART II PROFESSIONAL DEVELOPMENT NEEDS

Instructions: The following items should help identify your professional needs. Please indicate your current level of interest in the various activities listed below. Read each statement carefully and place on the line provided the response key number that best describes your level of interest.

RESPONSE KEY:
5. Very interested
4. Interested
3. Uncertain
2. Disinterested
1. Very disinterested

_____ 5. Increasing my ability to deliver stimulating lectures.

_____ 6. Deciding what knowledge, skills, or values in my discipline to include in my courses.

_____ 7. Increasing my skill in conducting lively group discussions in class.

_____ 8. Determining what content will best prepare the student for attaining his educational goals or employment.

_____ 9. Becoming a member of committees on campus.

_____ 10. Developing presentations or lectures for community groups in areas related to my expertise.

_____ 11. Learning how to broaden my teaching style to accommodate a broader range of learning styles among students.

_____ 12. Learning how to broaden my teaching style to accommodate special needs of handicapped students.

_____ 13. Keeping abreast of new developments in my discipline.

_____ 14. Learning how to conduct human potential groups or other kinds of growth groups for students.

_____ 15. Working with some particular constituency in which I possess a strong interest (i.e., senior citizens, ethnic minorities, etc.).

_____ 16. Incorporating a broader range of media and learning resources in my teaching.

_____ 17. Gaining greater depth of knowledge in my discipline or specialization.

_____ 18. Knowing how best to respond when students come to me with personal problems.

_____ 19. Finding ways to improve teaching conditions (space, equipment, etc.)

_____ 20. Learning how to translate my course content into a competency-based learning approach.

_____ 21. Selecting and incorporating knowledge from related desciplines as a way of broadening my course materials.

_____ 22. Learning how and when to effectively refer students to the College's counseling office or local mental health clinics.

_____ 23. Organizing content of my courses into logical, cohesive syllabi.

_____ 24. Identifying community-based learning experiences which I can incorporate in my courses.

_____ 25. Developing a better understanding of theparticular role of community colleges in higher education.

_____ 26. Updating my awareness of career opportunities for students in areas related to my specialization.

PART III INCENTIVES

Instructions: Using the response key below, rate the importance of each incentive as you believe it would encourage participation in professional development activities of part-time faculty at MCC.

RESPONSE KEY:
5. Very important
4. Important
3. Uncertain
2. Unimportant
1. Very unimportant

_____ 27. Pay for participating in staff development activities.

_____ 28. Part-time faculty involvement in policy making.

_____ 29. Special recognition of innovative teaching.

_____ 30. Appointment to faculty rank.

_____ 31. Merit pay increases.

_____ 32. Tenure policy extended to include part-time faculty.

_____ 33. Recognition through media.

_____ 34. Fringe benefits (i.e., retirement, health insurance).

_____ 35. Verbal or written recognition from colleagues and administrators.

PART IV PROFESSIONAL CLIMATE (MCC Working Environment)

Instructions: Decide which adjective most nearly describes your perception of the professional climate in which you work at MCC. Indicate on the line provided the intensity of this feeling by using the scale below.

SCALE

VERY	SOMEWHAT	UNCERTAIN	SOMEWHAT	VERY
5	4	3	2	1

_____ 36. Friendly . . . . . Unfriendly

_____ 37. Appreciative . . . . . Unappreciative

_____ 38. Harmonious . . . . . Conflicting

_____ 39. Imaginative . . . . . Unimaginative

_____ 40. Caring . . . . . Indifferent

_____ 41. Efficient . . . . . Inefficient

_____ 42. Flexible . . . . . Rigid

_____ 43. Innovative . . . . . Repetitive

_____ 44. Democratic . . . . . Autocratic

_____ 45. Orderly . . . . . Chaotic

_____ 46. Facilitating . . . . . Inhibiting

_____ 47. Productive . . . . . Non-Productive

_____ 48. Qualitative . . . . . Quantitative

PART V COMMENTS

Please return this completed questionnaire within one week to Gerald McCright in the self-addressed, stamped envelope.

THANK YOU FOR YOUR TIME AND COOPERATION!

Marshalltown Community College

Iowa Valley Community College District

3700 S. Center St.,

Marshalltown, Iowa 50158

(515) 752-7106

APPENDIX B

COVER LETTER SENT WITH SURVEY

Dear

The attached survey is being sent to all part-time faculty members at Marshalltown Community College. It is part of a study I am doing to determine the professional development needs of part-time faculty members.

You are part of a very significant group. Over one half of the instructors in community colleges are part-time. Since they come from such widely varied backgrounds, there is a great amount of attention being given to their professional development needs. Therefore, your reply in this survey will help Marshalltown Community College respond to your needs.

The procedure for data collection and analysis guarantee anonymity of individual respondents. The data you supply will be used only as aggregate statistics for the final research report.

Please use the post paid envelope to return the completed survey. If you have any questions about the survey, please do not hesitate to call me at (515) 752-7106, Ext. 55. Evenings or weekends you may call at (515) 753-7876.

Thank you for your participation.

Sincerely,

Gerald J. McCright

baf

9. It's hard to answer those questions, since I'm only on campus Thursdays from 7-10 p.m. What few people I see at the college are always friendly, etc. It has been pleasant doing "my thing" at the college. Your Continuing Ed classes are super.

10. Part VI - I am on campus too little to judge these areas. As a part-time instructor, I feel little incentive to spend time developing the course I teach. After all, that is time I could be spending earning wages elsewhere. If I could receive monetary compensation for part of the time I must spend outside of class hours, I'd work a little harder. Last semester, I figured I was being paid about $2.50/hour for time spent on the class--my notes were already developed. I'm worth at least $15/hour!!!

11. I enjoy teaching at MCC because of the faculty and students. I would like to increase my class load in the future.

12. It is difficult to answer parts of this as I have no contact with other faculty. This makes it difficult to make judgements.

13. I find the experience very rewarding, but I find certain instructors uptight about part-time people. I am sorry they have their problem. I find many other faculty members very helpful.

14. As a part-time faculty, it is difficult to know just where I fit in. I often feel I'm expected to do full-time work and take on responsibilities even though I'm only part-time.

15. I have enjoyed my teaching experience at MCC. I believe that part-time instructors should supplement the full-time staff and not try to replace.

16. It would be very helpful for the part-time women teachers if the college provided free day care for their children. This would allow us to particpate in more committee work and activities of the college.

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8118 Math-Sciences Building
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